

1 Living abroad

Subject background

This unit is about cultural awareness which is a vast and undefined topic. Phrases like 'cultural awareness' and 'inter-cultural competence' are currently buzzwords in English language teaching. In Business English, cultural awareness seems to offer a human counterbalance to the money-oriented world of marketing and finance. But there are a series of problems that teachers need to be aware of.

The first one is: what exactly is the input? Input for 'marketing' might be something like 'collocations with the word *brand*'. But what is the input for 'cultural awareness'? This unit takes the usual starting point of differences in national behaviour. The fact that students can match behaviours with nationalities shows that at least there is some truth in stereotypes. But most discussions in class that might follow could quickly become messy and confused. Issues that surface are likely to be:

- We shouldn't stereotype people just because of their nationality.
- What about class / gender / race / regional differences within a country?
- Aren't these stereotypes truer about the older generation – surely young people are more tolerant and also more similar as culture itself globalizes?

Nevertheless, cultural differences continue to linger in the background of the discussion, and we all feel intuitively that they do indeed exist.

So what is a teacher to do? The answer must be: do the exercises and then let the discussion run, but emphasize in class that there is no right and wrong answer, that the differences identified in the book might well be arbitrary, and that anyway students' opinions on these issues are likely to change from one conversation to the next. It is basically a warmer plus speaking exercise, with the usual opportunities for language feedback, and not a 'topic' as such with clearly defined 'input' like other topics.

This brings us to the second problem: what exactly is the output, beyond speaking practice? Output for 'marketing' might be 'being able to discuss a company's marketing strategy'. But what is the output for 'cultural awareness'? The implicit assumption is that the output is a change in students' values (making them more tolerant), at least in a small way. We hope that we are improving the students' inter-cultural competence. But this competence depends on a complex interplay of three factors:

- Knowledge about the cultures. This is the input question again. But how accurate is the knowledge that we have provided? Where is its proof?
- Empathy – understanding the feelings and needs of other people. But can we change this in the language classroom?
- Self-confidence – emotional maturity, being able to express our point of view in a transparent way, and achieving a balance between flexibility and continuity of opinion. Again, can we change this in the language classroom?

So, despite our best intentions, we should not expect to make a big difference in our students' level of inter-cultural competence. They might well develop these skills in the real world, but this will be as a result of their own lived experiences, their own individual mistakes, and their reflections on these.

Further reading

For a summary of some behaviours and values that show a difference across cultures, see the *Business English Handbook* by Paul Emmerson (Macmillan), page 72.

As background reading in this area, for pleasure and general interest as much as anything else, a strong recommendation is: *The Cultural Imperative* by Richard Lewis (Intercultural Press).

A small but useful book is: *The Cross-Cultural Pocketbook* by John Mattock (Management Pocketbooks).

Finally, the *Xenophobe's Guides* series is well-written and funny. Choose the one that refers to your own students' nationality – this is genuinely useful because it is very difficult to see your own culture as others do. Being able to laugh at yourself is surely a key inter-cultural skill.

1.1 About business

Working abroad

This module focuses on living and working abroad. The students listen to a recording of four people talking about their experiences of working for extensive periods abroad.

Internet research

A search for the keywords *working abroad* will bring up information about job opportunities in various countries. Students can be asked to do this search before the lesson which will help with the lead-in discussion or after the lesson as a follow-up activity for discussion at the start of the next lesson. They could look for job opportunities in a country which especially interests them.

LEAD-IN ACTIVITY

Before starting the unit and the course, you will want to do an ice-breaking warm-up activity with the group. One way is to ask students to interview each other. First of all, ask students some questions, e.g.:

- What job do you do / want to do?*
- Where do you work / want to work?*
- What other country would you like to work in?*
- What do you do in your free-time?*
- What's your hometown?*

Students write out the answers on a slip of paper. They must not write their names on the slips. Collect and redistribute them all. Students then mingle and try to find the person whose answers they have by asking questions, e.g. *Do you work / want to work in (an advertising agency)? Do you watch drama films?* Monitor the activity and do remedial work on any common mistakes if necessary.

Discussion

1 Before they look at page 6, ask students to think of types of jobs which would involve working in other countries, e.g. an auditor, language teacher or IT engineer. Write a list on the board.

Ask students to look at the four people in the photographs on page 6 and to see if the jobs these people do are in the list that they made. Check students know the meaning of *jewellery* (objects that you wear as decoration, like rings).

After students match the photographs and the quotes, check answers quickly with the whole class.

ANSWERS:

- 1 Anil Basu
- 2 Marika Laanet
- 3 Kiki Yi
- 4 Jean-Marc Sabatier

Ask students to work in small groups. They should ask each other if they or anyone they know works / has worked abroad, where it was, what they did and what it was like. Ask students to tell you and the class about any interesting experiences they learn of from the group, e.g. *Magda's father worked in Australia. He helped to build the Olympic Stadium in Sydney.*

Find out if anyone has friends or family currently living or working abroad.

Collocations

2 Remind students what a collocation is (words that commonly occur together, e.g. *football team*). Before doing this exercise, ask students to study the words and check they know them. Clarify as necessary and ask questions, e.g.

How often do you withdraw money from the bank?
Which degree are you studying for?

Ask students to work individually. When they have finished matching the words, take whole-class feedback.

ANSWERS:

- 1 d) 2 c) 3 b) 4 a) 5 g) 6 e) 7 h) 8 f)

FURTHER PRACTICE

The following activity is suitable for lower-level students who need to consolidate the collocations in exercise 2 (or any other collocations they need to learn).

Write each word on separate cards. These are turned face down and students then play pelmanism, i.e. they turn over two cards and see if they make a collocation. If they do, they keep the pair. If they don't, they are turned face down again. The winner is the student who gets the most pairs.

Reading for detail

3 Write *CV* on the board. Ask students if they can explain what this is (it stands for *curriculum vitae*, literally a 'list of your life'). Find out if students have ever prepared a CV. Ask:

What does a CV typically include?
Is there a preferred order for the information?

SUGGESTED ANSWERS:

Name and address / education history / work experience / achievements / skills / references

Before reading the article, check in particular that students know the following words and expressions:

- straightforward* (clear and easy)
- to get shortlisted* (be put on a shorter list of possible candidates for a job)
- respect* (feeling of admiration for someone)
- appearance* (how you look).

Ask students to read the eight sentences. They should skim the article to find the relevant information. Ask students to compare their answers with a partner before checking answers with the whole class.

ANSWERS:

- 1 T
- 2 F
- 3 F
- 4 T
- 5 F
- 6 T
- 7 F
- 8 T

As a follow-up, ask these questions:

Do you see yourselves as 'cultural chameleons', i.e. do you change your behaviour to fit in with your surroundings?
Can you think of the names of any degree subjects which would be difficult to translate into English?

Listening and note-taking

4  **1:01–1:04** Before starting this exercise, check that students know the word *manufacturer* (a company which makes something).

Tell students that you will play the recording twice. The second time, pause the recording as often as necessary in order to give students time to take notes and complete the table. After playing the recording, ask students to compare their answers with a partner.

With lower-level groups, write up the answers on the board, so that students can transfer the answers into the correct gaps in the table.

If you have the resources available, this exercise could be done as a jigsaw listening. Each sub-group listens to one of the four people. Then, reorganize the groups so that each student reports back to the others in order for them to complete their grids.

ANSWERS:

- 1 two months
- 2 food
- 3 six months
- 4 Indonesia
- 5 ten months
- 6 one year

RECORDING SCRIPT

 **1:01–1:04**

Kiki: My name's Kiki and I spend two months every year in India buying supplies for my jewellery business. When I come to India, I spend time meeting local manufacturers in different parts of the country, talking with them and looking at their jewellery. India is such a big country that it can sometimes take two days to go from one city to another. I'm in Jodhpur at the moment and I'm going to Delhi. When I find some jewellery that I like, I buy it from the manufacturer to sell in my shop in Hong Kong. I have a lot of very good contacts here in India, and this is my tenth visit here. I always visit the same companies and I know a lot of the managers very well. When I first came here I thought the food was very strange, there wasn't very much meat and the flavours were very different to the food in Hong Kong. But now I love the food and I always buy lots of spices to add to my cooking back at home!

Anil: My name's Anil and I'm a software analyst for LOG Software Systems. My company often sends me abroad and I usually spend more than half of each year away from home. I go to companies around the world and help them to install our software systems. I then stay there to train the employees how to use the new system and to help with any problems that the company have. This process usually takes about six months from beginning to end. Last year I was in Venezuela for seven months and at the moment I'm in Thailand so I see some very different and interesting places. I'm staying in a really nice hotel in the centre of Bangkok, it's got five stars and has everything that I need. I really enjoy my job because I meet a lot of people and I learn a lot about how different countries do business.

Jean-Marc: My name's Jean-Marc and I work abroad for ten months every year. I work as a doctor and I travel around the world giving medical help after natural disasters, such as droughts and tsunamis. I never know where I am going next and that's what makes my job really exciting. At the moment I'm working in Indonesia, on a very small island. I'm going to be here for about ten months. The journey here takes four days because there are no roads, you have to fly and then get a boat. I work in a health centre giving medical treatment to local people and I am also teaching

the young children about how important clean water is. I love working with the children and the people here are all very friendly. When my work here finishes I am going to spend six weeks travelling around Indonesia before I start my next job, I don't know where it will be though!

Marika: My university has links with engineering firms in Germany. As part of my degree I'm spending a year working for a petroleum company near Munich. I'm working in their labs helping them develop new equipment. At first it was difficult because I had to learn a lot about the job and I also missed my friends and family. I soon made lots of new friends though and stopped feeling homesick. There are people from all over the world working for the organization and I made lots of German friends. I'm staying with a local family and this really helped me when I first arrived. They made me feel at home. They showed me around the city and gave me lots of help with any problems that I had. I'm really enjoying working here and my manager says that I am doing a good job. Hopefully I will get a good reference when I leave and this will help me find a good position after university.

Listening for detail

5 Ask students to read the questions and see if they can predict the answers from memory. Then play  **1:01–1:04** again in order for students to check their predictions or guesses. Check answers with the whole class.

ANSWERS:

- 1 Anil
- 2 Marika
- 3 Kiki
- 4 Jean-Marc
- 5 Anil
- 6 Kiki

Discussion

6 Divide the class into small groups and ask the group to discuss each of the questions.

SUGGESTED ANSWERS:

- 1 The answers will depend on each student's ideas.
- 2 There are many problems. These include language problems, which may affect how they socialize and build up a social life and understanding any legal documents, e.g. contracts. Other areas include finding suitable accommodation; adjusting to the lifestyle and climate; organizing suitable education for children.
- 3 Perhaps working abroad is not essential for a successful career; many people reach the top without working abroad. However, in some areas, e.g. international marketing, promotion may be accelerated if the employee is willing to travel at a certain point in his or her career.

EXTENSION ACTIVITY

Bring in some advertisements for jobs abroad from newspapers like *The Financial Times*, business magazines and/or the Internet. Pass them around class and ask students to note down the details of the jobs – job title, where and how long it would be for, and any details of salary. Get students to then tell the class about the job(s) they have looked at. Ask students to say if any of the jobs would appeal to them and why.

1.2 Vocabulary

Living abroad

This module focuses on the situations and problems encountered by people living abroad, specifically: opening a bank account, health, accommodation and a buying a mobile phone.

Internet research

A search for the keywords *moving abroad advice* will bring up information and tips about what you need to do when moving to another country. Students can be asked to do this search either before the lesson to generate ideas, or after the lesson as a follow-up activity.

Discussion

1 Ask students to look at the picture and ask what types of problems people living abroad can have, e.g. with accommodation, accessing money, health and using a mobile phone. Ask students if they can add any other problems to the list.

SUGGESTED ANSWERS:

homesickness, loneliness, finding a suitable school for children, pension schemes, whether to continue to pay tax at home, driving-related problems

Ask students if they have ever encountered any problems while they have been abroad themselves. If so, they should tell the group what happened. Have a story ready yourself if students are not forthcoming. This will get them thinking about the topic area. Tell students that this module will look at the kinds of problems they may encounter if they live abroad.

Reading and vocabulary

2 Before they read the text, check that students know the meaning of *internship* (a job placement for a student to gain experience).

Check students know the meaning of any useful vocabulary, e.g.:

assignment (work that you must do as part of a course of study or as part of your job)

debit card (a payment card; pays for things directly from your bank account)

credit card (a payment card allowing you to buy now and pay later)

utility bill (bill for services like gas, water or electricity).

Ask students to work individually and skim the texts quickly in order to match the paragraphs to the headings. Remind students that skimming the content words (like nouns and key verbs) can help them get a general idea of what a text is about. Check answers with the whole class. Ask students to tell you what words / phrases helped them to match the extracts to a heading.

ANSWERS:

- 1 accommodation
- 2 opening a bank account
- 3 health
- 4 mobile phones

3 Ask students to read the words in the boxes and check they understand them. Clarify any terms as necessary, e.g.:

overdraft (when you arrange to take out more money than you have in your account)

proof of earnings (evidence that shows that you have a salary)

landline (the 'fixed' phone at home or in the office).

When students have finished completing the extracts, check answers with the whole class.

ANSWERS:

- 1 apartment
- 2 contract
- 3 deposit
- 4 bills
- 5 notice
- 6 salary
- 7 overdraft
- 8 credit cards
- 9 national health service
- 10 insurance scheme
- 11 check-up
- 12 number
- 13 top-ups
- 14 contract
- 15 landline

Ask students follow-up questions, e.g.:

Have you ever rented?

How much do people use cheques in your country?

How expensive is medical treatment in your country?

Do you prefer a pay-as-you go mobile-phone system?

How common is broadband?

Listening for gist

4 1:05–1:08 Before starting this listening exercise, check that your students know the meaning of these words:

subsidiary (a company owned by a larger company)

placement (position or job which you are given for a period of time)

deposit (a first payment you make when you agree to buy something expensive like a car or house).

As a pre-listening task, write the four places where the meetings take place on the board: *a bank, an apartment, the doctor's, a shop*. Tell students to match each place with one of the conversations.

For lower-level classes, play the recording a second time and ask students to take notes on what each person is trying to do (open an account; view an apartment in order to rent; register with a doctor; buy a mobile phone).

ANSWERS:

- 1 Bank. Opening a bank account.
- 2 Apartment. Trying to find an apartment to rent.
- 3 Doctor's. Registering with a doctor.
- 4 Shop. Buying a mobile phone.

RECORDING SCRIPT

1:05–1:08

Conversation 1

Bank manager: Come in, Mrs Silvera. Please sit down.

Carmen: Thank you.

BM: Now, what can I do for you?

C: I'd like to open an account.

BM: Well, I can hear that you're not from New Zealand.

C: No, I'm not, I'm from Brazil but I'm going to be in New Zealand for a year, my company has sent me to work at their subsidiary here.

BM: Oh, great, you're going to love it here, is this your first visit to New Zealand?

C: Yes it is, but everyone at work is very friendly and the countryside is so beautiful.

BM: That's good. Now, before I can open an account I need to see some important documents, do you have your passport?

C: Yes, here it is. It's all in Portuguese though.
 BM: That's OK, I just need to check the address and the photo. I also need to see a letter or a contract from your company. Do you have one?
 C: Yes, here you are.
 BM: Great. Does it give details of your salary? Oh yes, I can see it here. Good and it's got your address in New Zealand too. Now, I need you to fill in these forms and then we can open the account for you. I'll go and make a copy of your documents while you fill in the form. I'll be back in a couple of minutes.
 C: OK.

Conversation 2

Landlord: OK, so this is the apartment. If we go through this door you'll see the living room.
 Petra: Wow, look at the view, you can see right across the harbour!
 Kris: Yes, it's beautiful.
 L: Yes, the views are good. You can see that the apartment is fully furnished, so you won't need to buy any furniture or equipment.
 P: That's good, and the kitchen?
 L: Yes, through here is the kitchen.
 P: It's bigger than our old kitchen at home!
 K: And it's much more modern. How many bedrooms are there?
 L: There are two bedrooms in the apartment, the door behind us opens into one of the bedrooms, the other is back through the hall.
 K: Two bedrooms, that means that we can have visitors to stay!
 P: I suppose the most important question is about the rent. How much is it?
 L: Well, it's €1,500 per month, but that includes all of the bills.
 P: And how much is the deposit?
 L: One and a half month's rent, so that's €2,250.
 K: That's a lot of money, but my company says that they will help us with the deposit and the rent for the first month.
 L: It might seem like a lot of money, but in this area, I don't think you'll find anything cheaper in this area.
 P: We need to think about it. Can we call you back tomorrow?
 L: Of course, but don't take too long, another couple are coming to view the apartment later. You wouldn't want to lose it, would you?
 K: No, we'll be in touch soon, bye.

Conversation 3

Doctor: Come in, Mr Goodman, have a seat.
 Mr Goodman: Thanks.
 D: So what can I do for you today?
 Mr G: Well, I arrived in Greece last week. I'm working for Athens Bank on a year's placement and they told me that I need to come and register with a doctor.
 D: Yes, it's definitely a good idea. Before we start the examination, do you have a European Health Insurance Card?
 Mr G: No, I don't.
 D: OK, here's the form. Fill this in and you won't have to pay so much for your medical treatment. You can give it to the receptionist on the way out.
 Mr G: OK.
 D: Now there are a number of questions that I need to ask you. Are you taking any medicine at the moment?
 Mr G: No I'm not.
 D: Good, now I need to check your weight and your height, how tall are you?
 Mr G: I'm one metre 65.
 D: And your weight?
 Mr G: I'm not sure.
 D: Well, if you can stand on the scales we can check, they're just over there...

Conversation 4

Sales assistant: Good afternoon, can I help you?
 Yuki: Yes, I'd like to buy a mobile phone.
 SA: Well, you're in the right place, we are the largest mobile phone shop in Copenhagen. What kind of phone do you need?
 Y: I don't have a landline in my apartment here so I need a cheap phone. Also I'm not sure how long my company need me to stay here and so I don't want a phone with a contract.
 SA: OK, we have a lot of phones that come with pre-paid packages, there's a lot of choice.
 Y: And is buying top-ups easy?
 SA: Yes, lots of the phones come with free minutes so that you can use them as soon as you buy them. This one, for example comes with 400 minutes free talking time. When you need to top the phone up you can come back to this shop to buy some more credit or you can call the provider with your credit card and they will put more credit on the phone for you. It's very easy.
 Y: And what happens when I go back to Japan?
 SA: Well there is no contract, so you don't have to pay when you don't want the phone any more.
 Y: That's just what I need, can you show me some of the pre-paid phones, please?
 SA: Of course, the most popular one, is this one.....

Listening for detail

5 Before playing 1:05–1:08 again, ask students to read through the questions. When you play the recording, pause after each conversation to allow students to note down their answers. Take whole-class feedback.

ANSWERS:	
1	Open a bank account.
2	Her passport and a letter or contract from her company
3	Two
4	€1,500
5	No
6	1.65 metres
7	She doesn't know how long her company need her to stay in Copenhagen.
8	400 minutes

Giving advice

6 Before they do the exercise, check that students know the word *inventory* (a list giving details of all the things in a place like a stockroom or an apartment).

With lower-level groups, before doing the exercise ask students to scan the sentence halves and identify any useful collocations, e.g. *to pay rent, to sign a contract, to register with a doctor, medical insurance, broadband access*.

After students have matched the sentence halves individually or with a partner, check their answers quickly.

ANSWERS:	
1 d)	2 b) 3 a) 4 c) 5 g) 6 h) 7 f) 8 e)

FURTHER PRACTICE

To give students further practice in giving advice, write some 'problem cards'. Students can work in small groups, turn over each card and suggest a possible solution for each problem. Possible problems:

You lose your mobile phone.

You lose your credit card.

You have a car accident and think the other driver is responsible.

Your children are unhappy at school, etc.

EXTENSION ACTIVITY

Ask students to work with a partner and adapt each point in exercise 6 to their own country. See if they can add any more advice. Take whole-class feedback.



1.3 Grammar

Present simple and prepositions of time

This module focuses on the present simple tense. Students often over-use the present continuous tense, and use it instead of the present simple. The present continuous tense is reviewed later in the course. This module also reviews prepositions of time.

Internet research

A search for *festivals in Japan* or *festivals in Guatemala* will bring up sites with information about a variety of festivals in these countries. Get students to do this research as a follow-up to the lesson. They should share their findings with the class which will provide further practice of the present simple.

Test yourself: Present simple

1 Start by asking students to read the first part of the *Refresh your memory* box, entitled *Present simple*. If students need more practice in how to use this tense, ask them to work through exercises 1, 2, 3 and 4 in the *Grammar and practice* section (page 118 in the Student's Book, answers on page 116 in this book) before they do this exercise.

Ask students to complete the exercises with a partner. Check answers with the whole class. Ask students to tell you which words helped them with the matching activity.

ANSWERS:

- 1 do
 - 2 attend
 - 3 enjoy
 - 4 spend
 - 5 like
 - 6 creates
 - 7 work
 - 8 develop
 - 9 travel
 - 10 spend
 - 11 want
 - 12 search
 - 13 buy
 - 14 send
 - 15 don't have
 - 16 work
 - 17 am
 - 18 is
 - 19 doesn't have
 - 20 meet
 - 21 doesn't like
 - 22 thinks
- 1 human resources manager
 - 2 computer programmer
 - 3 business student
 - 4 architect

FURTHER PRACTICE

Write some of the keywords on cards and issue these at random to students. Students should create a sentence referring to themselves and their work / life / study, using the verb on their card, e.g. *create, enjoy, travel, spend, attend*.

For more practice with adverbs of frequency and time expressions, get students to work through exercises 5–10 in the *Grammar and practice* section (page 118–119 in the Student's Book, answers on page 116 in this book).

Test yourself: Prepositions of time

2 Start by asking students to read the second part of the *Refresh your memory* box. With lower-level groups, read out some 'times' (e.g. *Sunday, 6 o'clock, May*) as prompts, and have students call out the correct preposition (*on Sunday, at 6 o'clock, in May*, etc).

For more practice, ask students to work through exercise 11 in the *Grammar and practice* section (page 119 in the Student's Book, answers on page 116 in this book).

Students complete the text using prepositions of time. Check answers with the whole class.

ANSWERS:

- | | |
|------|------|
| 1 in | 6 at |
| 2 on | 7 in |
| 3 in | 8 at |
| 4 at | 9 in |
| 5 on | |

Listening for detail

3  1:09–1:15 Ask students to tell you the dates of any holidays / festivals that they celebrate in their country. Alternatively, go round the class asking them to give you a date of, e.g. their birthday or the date they started / will finish their job or course. This will help you determine if they are confident saying dates in English. If students need more help, ask them to work through exercise 10 in the *Grammar and practice* section (page 119 in the Student's Book, answers on page 116 in this book).

Play the dialogues about national festivals and holidays. Ask students to write down the dates. You may wish to pause the recording after each date to give students time to write it down. When you have finished, let students compare their answers with a partner in order to complete any missing information and check their dates. Play the recording again and ask them to note down what the festival is and what it celebrates. Check answers with the whole class.

ANSWERS:

- a) 26th January (It celebrates the first ship landing in Australia. The prime minister makes a speech and people set fireworks off.)
- b) 26th December (It is a public holiday. Many sports events take place.)
- c) 2nd February (Many people believe that if a groundhog sees its shadow on this day, the cold weather will continue for six weeks.)
- d) 14th July (It celebrates the locals in Paris attacking the Bastille, a prison, in 1789. There are military parades.)
- e) 1st April (People often play tricks on each other.)
- f) 29th April (It celebrates the Emperor's birthday and begins a week of festivals called Golden Week.)
- g) 1st November (People visit the graves of their families and also build and fly kites.)

RECORDING SCRIPT

 1:09–1:15

- 1 January 26th is Australia's official national holiday. It marks the day that the first ships landed in Sydney Cove in 1788. On that day, the prime minister makes a special speech on the TV and people set fireworks off in the evening.
- 2 Boxing Day in the UK is the day after Christmas Day and so is the 26th of December. It is a public holiday and in the UK it is common for sports events to take place.
- 3 Groundhog Day is a traditional festival that is celebrated in the United States and Canada on February 2nd. A groundhog is a small animal that lives in a hole in the

ground. People believe that if a groundhog sees its shadow on this day, there will be six more weeks of cold weather.

- 4 Bastille Day is the French national holiday and it is celebrated each year on the 14th of July. On this day in 1789 the Bastille, a prison in Paris was attacked by the local residents. Every year there are military parades.
- 5 April Fool's Day, is not a real holiday, but is celebrated in many countries on April 1st by playing jokes on friends and neighbours.
- 6 In Japan, April 29th is Showa Day. This was the Emperor's birthday and it begins a week of festivals, called Golden Week.
- 7 The Day of the Dead in Mexico is the 1st of November. On this day people visit the graves of their families and they also build and fly large kites.

FURTHER PRACTICE

To give students extra listening practice, play

 1:09–1:15 again. This time, ask them to make a note of any details of the festival. In order for students to better understand the recording, you may have to help them with some of the vocabulary, e.g.:

fireworks (something that explodes when you light it, producing coloured lights and loud noises)

grave (place where someone is buried)

kites (a toy that flies in the air while you hold it by a long string)

play a joke on someone (do something humorous).

EXTENSION ACTIVITY

Give students one minute to try and think of as many fixed holidays or festivals as they can. Students should take one of these and write a three-line text for a foreign visitor explaining what the festival is and what it involves.

Discussion

5 Give students a few minutes to think about the topic and to make notes about their chosen festival. Encourage students who are listening in each pair to ask questions.

EXTENSION ACTIVITY

One way to consolidate the language area covered in this unit is to ask students to do research on a famous person or someone in the news and write five sentences about that person using the present simple. They read their sentences to the class and the class identify who the person is.

Alternatively, you could do this as a '20 Questions' activity where students ask you / each other *yes/no* questions to find the identity of your person.

Question forms

4 Students complete the questions and then read them out for the others to check.

With lower-level classes, you could read the questions in a random order and have the students match them to the answers. Then, having heard them, the students could reconstruct the questions themselves in order to complete the exercise.

Ask students to work with a partner in order to practise the questions.

ANSWERS:

- 1 Where do you come from?
- 2 What time do you usually start work at?
- 3 What languages can you speak?
- 4 Where do you live?
- 5 How do you come to work / school?
- 6 When do you usually go on holiday?
- 7 Where do you have lunch?

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1.4 Speaking

Making small talk

This module focuses on socializing and the art of making small talk. It looks at ways of starting and finishing a conversation.

Internet research

An Internet search for *small talk* will generate sites containing tips to help students in what can be a difficult skill in a second language. You could ask students to investigate one or two of them. This search task could be done at any point in the module.

Discussion

1 Draw a line on the board and write at each end: *highly sociable* and *not very sociable*. Tell students that highly-sociable people love going out, going to parties and meeting people. At the other end of the scale are people who hate going out and perhaps feel shy meeting new people. Ask students to indicate how 'sociable' they are by coming out and putting a cross on the line. This activity will start students thinking about social 'skills'.

Ask students how important they think social skills are for doing business. Check students know the meaning of *icebreaker* (something which helps people start getting to know each other).

Ask students to define 'small talk'. Now get students to read about the two techniques and discuss them. Ask students if they think the two techniques are useful or not. Would they work? Why? / Why not?

SUGGESTED ANSWER:

Small talk is talking about relatively unimportant, everyday things, e.g. the weather, in order to build up a relationship with someone you do not know well.

Reading for detail

2 Before they read the article, brainstorm a list of topics for small talk and taboo topics and write them up on the board.

SUGGESTED ANSWERS:

Safe topics – the weather; films and books; whether this is the first time you have been in / at a particular place, etc.
 Unsuitable topics – controversial areas, e.g. politics and religion; very personal areas which might include a person's age, salary, health issues, etc.

When students have found the information they need, check answers with the whole class. Were any of the topics the students thought of mentioned?

ANSWERS:

- 1 The weather, sports news and something that you and the speaker have in common.
- 2 Personal information and negative comments about other people.
- 3 Don't continue talking about something that the other person doesn't seem interested in and avoid one-word answers.

Listening for gist

3  1:16–1:18 With lower-level classes, as a pre-listening activity, find out what students did last weekend; who likes camping and who hates camping; who travels a lot for work or pleasure; and who dislikes travel. This will get students using some of the language in the recording and help them to 'tune in' before they listen and complete the task.

ANSWER:

Conversation 1

- 1 at work
- 2 last weekend
- 3 four

Conversation 2

- 1 at a conference
- 2 a recent business trip
- 3 five

Conversation 3

- 1 in a taxi
- 2 job
- 3 four (*Where do you want to go to?* isn't small talk)

RECORDING SCRIPT

1:16–1:18

Conversation 1

- A: Hi there.
 B: Oh hi, how was your weekend?
 A: Oh, it was great, we took the kids camping.
 B: Wow, that sounds lovely. Did you have good weather?
 A: Well, no, on Saturday it rained all afternoon but it was much better on Sunday, it was sunny and warm all day.
 B: So where did you go?
 A: We went up into the mountains and camped on the shores of Lake Garda.
 B: And did the children enjoy it?
 A: Yes they love it, when we go camping. They didn't want to come home!
 B: Well, that sounds really nice, if you'll excuse me I've got to make an important phone call. See you soon.
 A: OK, see you later.

Conversation 2

- C: I can't believe how busy it is.
 D: No, me neither. I didn't know so many people would be able to take time to travel to Thailand for this conference.
 C: Did you have a good journey here?
 D: Well I left home in Helsinki on Monday but I had to stop in Abu Dhabi for a meeting so I arrived here on Wednesday.
 C: Abu Dhabi, wow! What was it like?
 D: Well the weather was really hot but it's a really interesting place.
 C: Was it your first visit there?
 D: No, we do a lot of business out there actually.
 C: Oh, really, where did you stay?
 D: In a really nice hotel, right in the centre of Abu Dhabi.
 C: Was it called the Continental?
 D: Yes, I think it was. Why do you ask?
 C: Oh I stayed there last month.
 D: Really? I didn't know you did business there.
 C: Yes, we do. I go there about three times a year. Well, enjoy the rest of the conference.
 D: Yes, you too, bye.

Conversation 3

- E: Where do you want to go to?
 F: The Royal Hotel, please.
 E: OK, no problem. Are you here in Paris for work or on holiday?
 F: It's work actually.
 E: Oh, what do you do?

- F: I'm an engineer, I work for a large Spanish engineering company. I'm the research and development manager. I'm in charge of a group of six scientists who work in the lab. We're responsible for developing new ideas and products for the company.
- E: That sounds really interesting. Do you like your job?
- F: Well, every day is different, so yes, I love it. Some days I'm in the lab while others I'm out doing research. We're always working on new and exciting products so I never have a chance to get bored. At the moment we're working on a new software program for the Indian market.
- E: That sounds very exciting. Are you going to visit India?
- F: Yes, I'm flying out there next week. Have you been there?
- E: Yes, ...

Listening for detail

4 Listen to 1:16–1:18 again. Pause the recording if necessary for students to complete the gaps. In order to do further practice with lower-level students, read out some random answers (e.g. *I'm a research manager.*) and get students to supply the question: *What do you do?*

ANSWERS:

- 1 *Did you have* good weather?
- 2 *Where did you go?*
- 3 *Did the children* enjoy it?
- 4 *Was it your first* visit there?
- 5 *Where did you stay?*
- 6 *Was it called the* Continental?
- 7 *Are you here in* Paris for work or on holiday?
- 8 *What do you do?*
- 9 *Do you like your job?*
- 10 *Are you going to visit* India?

FURTHER PRACTICE

Ask students to choose one or two of the dialogues from 1:16–1:18 (recording scripts on page 133 in the Student's Book). Get them to replace the information (as shown in *italics*) to make it relevant to themselves and then practise the dialogue in pairs. For example:

- A: Hi there.
 B: Oh hi, how was your holiday?
 A: Oh, it was great, we went *ski-ing*.
 B: Wow, that sounds lovely. Did you have *good weather*?
 A: Well, it was *very cold and there was a lot of snow*.
 B: So where did you go?
 A: We went *to Andorra*.
 B: And did you *all* enjoy it?
 A: Oh yes. We *loved being in the mountains*. We *didn't want to come home!*
 B: Well, that sounds really nice, if you'll excuse me I've got to make an important phone call. See you soon.
 A: OK, see you later.

Making small talk

5 Students work with a partner. Give students a few minutes to prepare. Change the seating if necessary to facilitate discussions. The students proceed to have the conversations. Monitor the activity and give language feedback as necessary.

Beginning and ending small talk

6 Focus students on the first jumbled phrases. Elicit the correct order of the phrase from the whole class. Then ask students to work in pairs to complete the rest of the exercise. Have each pair read an answer to check the exercise. Alternatively, work through the exercises as a whole-class activity, taking suggestions and writing them on the board. Do a quick final check as to which phrases start a conversation and which would close one.

ANSWERS:

- 1 Sorry, but I have to go now. E
- 2 It's been nice meeting you. E
- 3 I can't believe how busy it is. B
- 4 Did you have a good journey here? B
- 5 How was your weekend? B
- 6 Enjoy the rest of the conference. E
- 7 Nice talking to you. E
- 8 It's lovely weather today. B

Ask students if they can add any more phrases.

SUGGESTED ANSWERS:

How was the flight?
 I hope you enjoy the rest of your stay.
 Bye for now.
 Is this your first time at (an international conference)?

7 Divide the class into groups of four. Each group should have an A, B, C and D student. Ask students to double up if necessary. After they have read the information about the task, check they can tell you what the situation is.

Give students about five minutes to review and practise the phrases from exercise 4 and prepare a few questions on their topic. Monitor the roleplays and give language feedback afterwards.

EXTENSION ACTIVITY

Here is another version of a small-talk roleplay. Pre-teach the phrase *to have (something) in common with (someone)*. Give a couple of examples, e.g. *We both like romantic films / like football / know London*.

Set the scene: tell students they are at a three-day conference. It's the evening of the first day. They are in a large room with a buffet and a bar. They need to circulate, meet as many people as they can and try and find out one thing they have 'in common' in their lives outside of work / the classroom. Set a time for the activity, e.g. five minutes. Let the exercise run on if students are having fun and practising the target language. Be ready to step in and help by introducing another pair of students to the ones who are having difficulties.

After the exercise, ask how students found the task. Did they find something in common with the people they spoke to? Did this help the conversation flow? Then, give students language feedback.

1.5 Writing

Formal and informal emails

This unit focuses on writing formal and informal emails.

Internet research

Students can visit www.onlinetiquette.com to read advice about how to write professional-sounding emails. It includes an article on business email etiquette basics. Students could explore ideas on the site and report back to the class. They could do this as a follow-up to the unit.

Discussion

1 As a lead-in to the discussion, write the words *letter*, *email*, *MSN*, *texts (SMS)* and *telephone* on the board. Ask students which they use most and which they use least. Ask:

Why do you prefer one way of communicating to the others? When do you think it is better to send a letter? (e.g. for a job application).

The purpose of this exercise is to get students to think about communication by email as well as different audiences and levels of formality.

Reading for detail

2 Tell students to look quickly at the emails on pages 14 and 15 in their books and to decide which is formal and which is informal. Why? (For example, the first is addressed to Mr Watanabe, the second is to Haruki; the first one finishes with a full name, the second with just the first name.)

Tell students that they will now focus on a formal email. Ask them to read the questions first and then study the email. Check their answers.

ANSWERS:

- 1 Lars Oluffson
- 2 Mr Watanabe
- 3 Arrange for somebody to meet him at the airport, make a reservation at a hotel and send copies of the agenda and latest sales figures.
- 4 a conference in Singapore

Informal language

3 Tell students they will now read another email, which is informal. Check answers quickly with the whole class to ensure that they have successfully matched the formal phrase with its informal equivalent.

ANSWERS:

Thank you for your email received / Thanks for your message.
With regard to / Re
I would be very grateful if / Can you
Would it be possible for you to / Can you
Could you possibly / Can you please
Please accept my apologies / I'm sorry but
I look forward to meeting you / See you next month
With best regards / All the best

EXTENSION ACTIVITY

As a follow-up, find out how students sign themselves off in an informal email. Ask if they use their first name, a nickname, just their initials, use smiley faces, etc.

Formal and informal language

4 With stronger groups, before doing this exercise, tell students you will read out a list of formal words. They should guess the informal equivalent and write it down. When they do the matching exercise, they can check if they were correct. After students do the matching exercise, quickly check answers with the whole class.

ANSWERS:

1 c) 2 b) 3 d) 4 a) 5 f) 6 g) 7 h) 8 e)

5 Ask students to work with a partner and underline any words and phrases that are informal. Students then discuss what the formal alternative is. Ask students to write the email and compare their version with a partner. Remind students that they can use expressions from the formal email in exercise 2 and any of the words in exercise 4.

Monitor their writing and offer help as required. Students who finish early can exchange their emails in order to do a quick peer check.

Writing

6 Ask students to compose a formal reply to Manuela's email. They should use the information provided. If possible, students can use computers to write their emails. Alternatively, use a blank email template. As above, monitor their writing, and offer help as required.

MODEL ANSWER:

Subject: Art and design conference

Date: May 13th

Dear Ms Calo /

Thank you for your email received 11th May. With regard to my visit to São Paulo, I need to tell you that I will not be able to stay for all three days of the conference. I will have to leave on the morning of 21st June.

Thank you very much for the agenda. Could you possibly book me into the following two sessions: *New design methods* and *The future of art*? Many thanks.

I'd also like to thank you for your kind offer to book a hotel. Would it be possible for you to make a reservation for four nights, from 17th until 20th June? I would really appreciate it.

I will arrive at the airport at 19.00 on 17th June. I would be very grateful if you would arrange for a taxi to meet me at the airport as this will be my first trip to Brazil.

I do not believe I need any further assistance.

I am very much looking forward to attending the conference.

With best regards

Laura Della Rocca

EXTENSION ACTIVITY

In order to give students further practice in writing emails, set up an email writing task. For example, tell them they should write a short email introducing themselves to a future employer abroad in advance of their placement. They should include any questions they would like to know the answers to in advance of their trip. Students can swap emails and compose a reply. Take in the completed emails in order to write any feedback and to get an idea of where students are making mistakes.

1.6 Case study

Global Recruit

This case study examines the task of matching candidates with the posts they have applied for. Students read employee profiles and listen to extracts from a series of interviews.

Internet research

Ask students to search for the keywords *work in Dubai* or *work in Brazil* in order to read about job opportunities in these two countries. Students can also look at the various recruiting agencies on the web. Do they think the web is a good place to find a job? Why / why not?

Discussion

1 Brainstorm ways in which people can get a job (through a friend or contact, a newspaper advertisement, the Internet, or a job agency). Ask students if they (or anyone they know) have ever used an agency and if so, what their experience was. This lead-in will help students to think of the advantages and disadvantages of using a recruitment agency to find a job abroad.

SUGGESTED ANSWERS:

Advantages:

The agency saves you time looking for suitable jobs; this is especially useful if there are language issues.

The agency can help with other aspects of employment, e.g. organizing visas and work permits.

Disadvantages:

The agency may charge a fee.

You are dependent on the agency.

Reading and discussion

2 Before asking students to study the two job advertisements, draw a grid on the board with the following headings: *Where, Job-title, Duties, Qualifications, Experience, Languages*. Ask students to scan the two advertisements. Elicit the information from them to complete the grid.

You may wish to check students' understanding of the key vocabulary, e.g.:

analyst (someone whose job is to carefully examine a situation, event, etc. in order to provide other people with information about it)

updating (adding the most recent information to something e.g. a book, document, or list).

Get students to decide which is the most attractive job. Take whole-class feedback on which is the most popular post and why.

Reading for gist

3 Tell students to scan the information and then note which job they think each of the candidates applied for. They can refer to the grid you compiled in exercise 1.

SUGGESTED ANSWERS:

Tomas – Dubai

Panayota – Dubai

Miroslav – Brazil

Francesca - Brazil

Listening for detail

4  1:19–1:22 Get students to read the profiles and see if they can predict the missing information. For example, what kind of qualifications do they think a website designer has? When the students listen to the recording, they can check how accurate their predictions were.

Play the recording twice if necessary. Get students to compare their answers with a partner to complete the information.

ANSWERS:

- 1 worked for a mobile phone company in Germany
- 2 running
- 3 nearly 28
- 4 currently working in family taverna
- 5 sailing and swimming
- 6 diploma in information technology from technological college in Bratislava
- 7 English and Portuguese
- 8 was a senior computer programmer for an IT company in Rome
- 9 being outside, walking in the mountains, cycling

RECORDING SCRIPT

 1:19–1:22

Tomas: My name is Tomas. I'm 25 years old and come from the Netherlands. I finished a degree in Business Studies in Eindhoven one year ago. I really enjoy working with people, in my last job I worked for a mobile phone company in Germany but I finished there last month. I had to offer advice to customers and help them when they had a problem with their phone. I'm pretty good at languages. I speak English, Flemish and French. My hobbies? Well I go running everyday. In fact, I try to run in at least two marathons a year. I'd love to run a marathon in another country one day. I want to go and work abroad so that I can learn about living and working in a different culture because I want to experience something totally different and I want to see the world...

Panayota: Hi, my name's Panayota, but that's a bit difficult so everyone calls me Pana. What can I tell you about myself? Hmm, well, I come from a large traditional Greek family. I studied geography at university in Athens but at the moment I'm working in my family's taverna. I mostly serve in the restaurant, I love chatting to the customers because I can practise my languages, I can speak English, French and German and even a little Chinese. I also keep the accounts and organize the orders and the deliveries. I'm good with figures and I'm very well organized. I'm nearly 28 years old and in Greece that means that all my aunts keep asking 'When are you getting married?' I'm not ready for that yet. I would like to see something of the world first, although one day I'd like to have a big family with lots of children. My hobbies? Well, I come from an island so I have to say... sailing and swimming.

Miroslav: Hello, my name is Miroslav. I'm 27 years old and single. I have a diploma in information technology from the technological college in Bratislava. In my current job I design websites for expensive boutiques across Slovakia. It is important for the shops that their websites look good because most of the customers shop on-line. As far as languages go, I speak English and also Portuguese because my mother is from Portugal. When I'm not working I love computers and spend lots of my free time keeping my own website up-to-date. The address is www.miroslavparty.sk. I also love parties and going out, I have a lot of friends who are designers and so we spend a lot of time at nightclubs, discos and parties. I really want to go and work abroad somewhere exciting.

Francesca: Ciao. My name's Francesca and I'm 28 years old. I

learnt to speak English, Spanish and a little bit of French and Portuguese at one of the best universities in Italy. I studied modern languages and as part of my degree I spent a year studying in Spain. I had a fantastic time. You learn so much when you live away from home, that's why I want to do it again. After I graduated I spent four years working as a senior computer programmer for an IT company in Rome. I was responsible for a team of twenty other programmers but to be honest it was a little bit boring, so last month I left. Now I want to try living in another country. In my free time I love to be outside, I love walking in the mountains and cycling so I'd like to go to a country where I can continue to do those things.

Discussion

5 In order to get the discussion going, ask students to make their own decisions and note down any reasons for choosing a particular candidate. Then, put students into small groups in order to compare and discuss their choices.

SUGGESTED ANSWERS:

Sales Advisor – Dubai

Tomas Visser has worked on mobile phones and had experience with customers, so is arguably the strongest candidate.

Web Analyst – Brazil

Miroslav has worked with the appropriate client base – boutiques, and designs websites; Francesca has experience of managing people, but her experience is as a computer programmer, so is arguably not so relevant.

Listening for detail

6  1:23 Get students to predict the kind of problems that recruitment officers see on application forms, e.g. 'candidate has no experience', 'no relevant experience', 'there are gaps (missing years) on the CV', 'the referee says something negative'.

When you play the recording, ask students to note down if any of their predictions were correct, and if any new weaknesses or problems are mentioned.

ANSWERS:

Tomas: left previous job after a complaint from a customer
Panayota: no professional reference
Miroslav: often late for work
Francesca: was very unpopular with colleagues in previous position

RECORDING SCRIPT

 1:23

Heidi: Hi there Dana, this is Heidi from the recruitment department.

Dana: Hi there, how are you?

H: I'm fine thanks, I'm calling with regard to the applications for jobs numbers TC / 428 and WA / 926. I've got the references for all of the four candidates that you shortlisted. I thought you'd like to hear about them immediately.

D: Oh, excellent, that's great. Can we start with the Call Dubai job?

H: OK, first of all there was Mr Visser.

D: Oh, yes Tomas. He was a very nice young man. What did his reference say?

H: Well it says that he was very hardworking in his last job and he was popular with the other members of staff.

D: That's good.

H: Yes it is but the reason he left was because there was a problem with a customer. The reference doesn't give any more information it just says 'Tomas left the company after a complaint from a customer.' Maybe the customer was

very difficult or maybe Tomas did something wrong, I don't know.

D: That sounds a bit worrying, we'll have to talk to him about it. Now what about Ms Mitropoulos, the lady from Greece?

H: Well this is a little bit strange but because she left university and worked in her father's taverna there was no professional reference for her. The reference that we have is from her university professor. It says that she was a very good student but it doesn't say anything about whether she would be suitable for a job in Dubai.

D: OK, we need to have a think about her too. What about WA / 926, the job at MTM in Brazil?

H: Well, the first person was Miroslav Kalata. At the moment he is working as a web-designer in Slovakia. His reference says that he is very creative and he produces some really great things on his website but unfortunately he is often late for work and is often tired. Last month he was more than half an hour late on six occasions.

D: That's quite a lot, but it's a problem that isn't difficult to fix. And what about Francesca? I think her surname was Di Ponti.

H: Well she has a lot of experience as a manager, her reference said that she was really good at her job. She was a senior computer programmer for an IT company in Rome.

D: Yes, I remember her. I thought she would be ideal for the job in Brazil.

H: She has a lot of strengths but her reference says that she was very unpopular with the other employees. She worked well on her own but when she had to work as part of a team the results were not good.

D: Well that's not great either. OK, thanks for letting me know. Can you email the references to me?

H: Yes, I'll do it straightaway.

D: Thanks a lot Heidi, that's great.

H: Not a problem, Dana. Bye now.

D: Goodbye.

Discussion

7 After students have spoken to their partner again about who will get each job, take a whole-class vote on who should get jobs.

SUGGESTED ANSWERS:

Each candidate has a weakness revealed. The question is whether the weakness is serious enough to mean they should not get the job.

Thomas Visser may have trouble handling complaints; there are no references for Panayota Mitropoulis. It is unlikely that Panayota would get the job because she doesn't have particularly relevant experience or qualifications.

Francesca is unpopular with other employees; Miroslav is often late. Perhaps Miroslav's weakness can be changed.

EXTENSION ACTIVITY

Ask the students to look at the job pages of a well-known English newspaper and find an advertisement which attracts them. They should then tell the others in the group about the post and the conditions, and what they like about the job.